

DOCUMENT RESUME

ED 179 091

FI 010 659

AUTHOR Becker, Judith A.
 TITLE An Annotated Bibliography of Pragmatics.
 INSTITUTION Minnesota Univ., Minneapolis. Center for Research in Human Learning.
 SPONS AGENCY National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
 PUB DATE Feb 79
 NOTE 19p.
 EDRS PRICE MF01/PC01 Plus Postage.
 DESCRIPTORS *Annotated Bibliographies; *Child Language; Discourse Analysis; Language Development; *Language Patterns; *Language Usage; *Pragmatics; *Speech Communication

ABSTRACT

An annotated bibliography of materials that are useful in studying developmental pragmatics is presented. Two areas of pragmatics which are not included are referential communication and sociolinguistics. The annotations are brief and are intended to indicate the general content of the entry, but not experimental results or overall quality. Some of the books' annotations describe only relevant sections. (SW)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED179091

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Judith A. Becker

An Annotated Bibliography of Pragmatics

February 1979

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY.

Judith A. Becker
Institute of Child Development
University of Minnesota
51 East River Road
Minneapolis, Minnesota 55455

This bibliography could more appropriately be entitled "An annotated bibliography of materials I have found useful in studying developmental pragmatics." It by no means includes all the literature which might be construed as dealing with pragmatics. There are at least two large areas which I decided (perhaps arbitrarily) not to include: referential communication and sociolinguistics. In addition, the annotations are brief. They are intended only to indicate the general content of the entry, but not experimental results or overall quality. Some of the books' annotations describe only relevant sections.

I would appreciate receiving information about or reprints of other relevant literature, particularly developmental studies. I plan to update the bibliography periodically.

The preparation of this bibliography was supported in part by grants to the University of Minnesota, Center for Research in Human Learning, from the National Institute for Child Health and Human Development (HD 01136 and HD 07151).

FL010659

An Annotated Bibliography of Pragmatics

- Ackerman, Brian. Children's comprehension of presupposed information: Logical and pragmatic inferences to speaker belief. Journal of Experimental Child Psychology, 1978, 26, 92-114.

Study of the ability of 5 and 8 year olds to make presuppositional inferences about a speaker's belief.

- Ackerman, Brian. Children's understanding of speech acts in unconventional directive frames. Child Development, 1978, 49, 311-318.

Study of the ability of 6 and 8 year olds to interpret indirect speech acts in different contexts.

- Anderson, Elaine, and Johnson, Carolyn. Modifications in the speech of an 8-year-old as a reflection of age of listener. Stanford Occasional Papers, 1973, 3, 149-160.

Detailed analysis of speech of an 8 year old to an adult, a peer, and younger children (5, 3, and 1½ year olds).

- Antinucci, Francesco, and Parisi, Domenico. Early language acquisition: A model and some data. In C. Ferguson and D. Slobin (Eds.), Studies of child language development. New York: Holt, Rinehart, and Winston, 1973.

Longitudinal observation of girl from 1;3 - 1;7. Analysis of her utterances into semantic trees with performative superstructures.

- Antinucci, Francesco, and Parisi, Domenico. Early semantic development in child language. In E. Lenneberg and E. Lenneberg (Eds.), Foundations of language development, Vol. 1. New York: Academic Press, 1975.

Longitudinal observations of one girl show that, while her underlying semantic structures did not change in the 3-4 word period, the surface manifestations of these structures did. The performative is an obligatory component of semantic representations.

- Austin, John L. How to do things with words (2nd ed.). J. O. Urmson and M. Sbisà (Eds.). Cambridge, Mass.: Harvard University Press, 1975.

Austin's William James Lectures at Harvard in 1955. Performatives and their uses. Locutionary, illocutionary, and perlocutionary acts. Speech acts. Seminal theoretical work.

- Austin, John L. Performative-constative. In C. Caton (Ed.), Philosophy of ordinary language. Urbana, Ill.: University of Illinois Press, 1963.

On the nature of performatives, constatives, and speech acts. Also, transcript of discussion of this paper when presented in 1958.

Bar-Hillel, Yehoshua. Indexical expressions. Mind, 1954, 63, 359-379.

Importance of sentences, functions, and degree of dependence on context.

Bates, Elizabeth. Acquisition of pragmatic competence. Journal of Child Language, 1974, 1, 277-281.

Exploratory study of Italian children between 2 and 6 years of age and 2 children examined longitudinally. Analysis of forms such as polite forms and attitudinal inflections.

Bates, Elizabeth. The development of conversational skill in 2, 3, and 4 year olds. Unpublished Master's thesis. University of Chicago, 1971.

Analysis of mother-child speech in terms of modifications for the listener and general dialogue participation.

Bates, Elizabeth. The emergence of symbols: Ontogeny and phylogeny. In W. A. Collins (Ed.), Minnesota Symposia on Child Psychology, Vol. 13. Hillsdale, N.J.: Lawrence Erlbaum Associates, Inc., in press.

Intentional communication through the use of conventionalized signals is a manifestation of the capacity for tool use.

Bates, Elizabeth. Language and context: The acquisition of pragmatics. New York: Academic Press, 1976.

Overview of the origins and nature of pragmatics. Incomparable, complete presentation of longitudinal findings on pragmatic development during the sensorimotor, preoperational, and concrete operational periods.

Bates, Elizabeth. Peer relations and the acquisition of language. In M. Lewis and L. Rosenblum (Eds.), Friendship and peer relations. New York: John Wiley and Sons, 1975.

Sections on children's ability to adapt their speech to different situations and listeners. Literature review.

Bates, Elizabeth. Pragmatics and sociolinguistics in child language. In D. Morehead and A. Morehead (Eds.), Normal and deficient child language. Baltimore: University Park Press, 1976.

Overview of pragmatics and its acquisition.

Bates, Elizabeth; Benigni, Laura; Bretherton, Inge; Camaioni, Luigia; and Volterra, Virginia. From gesture to the first word: On cognition and social prerequisites. In M. Lewis and L. Rosenblum (Eds.), Interaction, conversation, and the development of language. New York: John Wiley and Sons, 1977.

Performative intentions are first seen in gestural communication prior to speech. Longitudinal observations of 25 infants, 9½-12½ months.

Bates, Elizabeth; Camaioni, Luigia; and Volterra, Virginia. The acquisition of performatives prior to speech. Merrill-Palmer Quarterly, 1975, 21, 205-226.

Longitudinal observations of 3 children. Stages of performative intentions.

Bates, Elizabeth, and Silvern, Louise. Social adjustment and politeness in preschoolers. Journal of Communication, 1977, 27, 104-111.

Study of the production and comprehension of polite forms by preschoolers, looking at social class, social adjustment, and IQ.

Boyd, Julian, and Thorne, J. P. The semantics of modal verbs. Journal of Linguistics, 1969, 5, 57-74.

Modals mark illocutionary potential.

Bruner, Jerome. The ontogenesis of speech acts. Journal of Child Language, 1975, 2, 1-19.

Patterns of social interaction prior to speech extend into early language. Longitudinal observation of 6-7 month olds with their mothers.

Carswell, E. A., and Rommetveit, Ragnar. Social contexts of messages. London: Academic Press, 1971.

Theoretical account of the manner in which contextual factors arouse and determine meaning "potentialities."

Cazden, Courtney. The situation: A neglected source of social class differences in language use. Journal of Social Issues, 1970, 26, 35-60.

Review of child language literature which suggests that situational factors (topic, task, listener) may have differential effects on children of different social classes.

Clark, Herbert, and Lucy, Peter. Understanding what is meant by what is said: A study in conversationally conveyed requests. Journal of Verbal Learning and Verbal Behavior, 1975, 14, 56-72.

Empirical test of Gordon and Lakoff's interpretation process. Adults' reaction times to deduce the meanings of 10 pairs of conversationally conveyed requests was assessed.

Cohen, Jonathan. Do illocutionary forces exist? Philosophical Quarterly, 1964, 14, 118-137.

Critical discussion of Austin and suggestions for modification in the meaning of "performative."

Cohen, Ted. Illocutions and perlocutions. Foundations of Language, 1973, 9, 492-503.

A grammar of illocutions must take into account perlocutions (beliefs and expectations, etc.)

Cole, Peter, and Morgan, Jerry (Eds.), Syntax and semantics, Vol. 3: Speech Acts. New York: Academic Press, 1975.

Davison, Alice. Indirect speech acts: A natural class or not? In R. Fasold and R. Shuy (Eds.), Studies in language acquisition (Colloquium on New Ways of Analyzing Variation, 3rd, Georgetown University, 1974). Washington, D.C.: Georgetown University Press, 1977.

Discussion of several analyses of indirect speech acts.

de Laguna, Grace. Speech: Its function and development. Bloomington: Indiana University Press, 1963.

Speech begins as one factor of a larger act. Factors differentiate into different functions. Language is primarily social behavior.

Delia, Jesse, and Clark, Ruth Anne. Cognitive complexity, social perception, and the development of listener-adapted communication in six-, eight-, ten-, and twelve-year-old boys. Communication Monographs, 1977, 44, 326-345.

Person perception by 6-12 year old boys (determined by descriptions of peers) was related to their abilities to respond to Alvy's pictures of people in different situations (subjects described the pictures, constructed messages for the pictured listeners, and described differences between similar pairs of pictures). Many analyses, including analysis of stages of listener-adapted communication.

deVilliers, Peter, and deVilliers, Jill. On this, that, and the other: Nonegocentrism in very young children. Journal of Experimental Child Psychology, 1974, 18, 438-447.

Experiment on comprehension and production of deictic terms (which necessitate "nonegocentrism") by children between 2;5 and 4;5 years.

Dittmann, Allen. Developmental factors in conversational behavior. Journal of Communication, 1972, 22, 404-423.

Empirical studies of the use of listener responses as a means of social regulation of behavior by 6-35 year olds.

Dore, John. Children's illocutionary acts. In R. Freedle (Ed.), Discourse production and comprehension, Vol. 1. Norwood, N.J.: Apex, 1977.

Usefulness of a speech act approach. Study of preschool children's illocutionary acts and conversation over 7 months.

Dore, John. The development of speech acts. Unpublished doctoral dissertation. City University of New York, 1973.

Description of and evidence for stages of speech act development along 2 lines (verbal and prosodic). Longitudinal observations of 2 infants during their one-word period.

Dore, John. A developmental theory of speech act production. Transactions of the New York Academy of Sciences, 1973, 35, 623-630.

Summary of his dissertation.

Dore, John. Holophrases, speech acts, and language universals. Journal of Child Language, 1975, 2, 21-40.

Holophrases should be considered to be "primitive speech acts" which ultimately develop into speech acts.

Dore, John. 'Oh them sheriff': A pragmatic analysis of children's responses to questions. In S. Ervin-Tripp and C. Mitchell-Kernan (Eds.), Child discourse. New York: Academic Press, 1977.

Observations of 2;10 - 3;3 year olds. Analyses of responses to different types of questions and the conditions in which they are made.

Dore, John. A pragmatic description of early language development. Journal of Psycholinguistic Research, 1974, 3, 343-350.

Summary of his dissertation.

Ervin-Tripp, Susan. An analysis of the interaction of language, topic, and listener. American Anthropologist, 1964, 66 (No. 6, Part 2), 96-102.

Discussion of the relations among communication and its setting, participants, topic, functions, and formal features. Sociolinguistic methods.

Ervin-Tripp, Susan. Is Sybil there? The structure of some American English directives. Language in Society, 1976, 5, 25-66.

Analysis of directives collected from a variety of situations reveals the social distribution of their different forms. Comprehension processes.

Ervin-Tripp, Susan. Speech acts and social learning. In K. Basso and H. Selby (Eds.). Meaning in anthropology. Albuquerque, N. Mex.: University of New Mexico Press, 1976.

Several forms can represent given function, as illustrated by directives. Symbolic diversity is related to social interaction.

Ervin-Tripp, Susan. Wait for me, roller skate! In S. Ervin-Tripp and C. Mitchell-Kernan (Eds.), Child discourse. New York: Academic Press, 1977.

Classification, use, and interpretation of directives. Summary of developmental literature on directives.

Fischer, John. Social influences on the choice of a linguistic variant. In D. Hymes (Ed.), Language in culture and society. New York: Harper and Row, 1964.

Three to ten year olds used variations of the present participle ending differentially in communicative situations varying in level of formality.

Flavell, John; Botkin, Patricia; Fry, Charles, Jr.; Wright, John; and Jarvis, Paul. The development of role-taking and communication skills. New York: John Wiley and Sons, 1968.

Among the many experiments are some on the ability to adapt communication for different listeners (e.g., blindfolded vs. seeing, adult vs. child).

Garvey, Catherine. The contingent query: A dependent act in conversation. In M. Lewis and L. Rosenblum (Eds.), Interaction, conversation, and the development of language. New York: John Wiley and Sons, 1977.

The function of contingent queries in discourse and examples from same-age dyads between 34 and 67 months of age.

Garvey, Catherine. Requests and responses in child speech. Journal of Child Language, 1975, 2, 41-60.

Looks at requests for action in dyads of 3;6 - 5;7 year olds.

Garvey, Catherine, and BenDebba, Mohamed. An experimental investigation of contingent query sequences. Discourse Processes, 1973, 1, 36-50.

Experiment with adults assesses how intonational and lexico-grammatical features affect interpretation of contingent query sequences.

Garvey, Catherine, and Hogan, Robert. Social speech and social interaction: Egocentrism revisited. Child Development, 1973, 44, 562-568.

Analysis of the mutual engagement and mutual responsiveness (language and behavior) of 3-5 year old peer dyads at play.

Gelman, Rochel, and Shatz, Marilyn. Appropriate speech adjustments: The operation of conversational constraints on talk to 2-year-olds. In M. Lewis and L. Rosenblum (Eds.), Interaction, conversation, and the development of language. New York: John Wiley and Sons, 1977.

Adjustments of 4 year olds talking to 2 year olds, peers, and adults in different situations.

Giglioli, Pier P. (Ed.). Language and social context. Baltimore: Penguin Books, 1973.

Sections with papers on: Approaches to Sociolinguistics; Speech and Situated Action; Language, Socialization, and Subcultures; Language and Social Structures; Language, Social Change, and Social Conflict.

Gleason, Jean Berko. Code switching in children's language. In T. E. Moore (Ed.), Cognitive development and the acquisition of language. New York: Academic Press, 1973.

Variations in the speech of first and second graders, pre-schoolers, and infants when speaking in different natural settings to different listeners (adults, experimenters, siblings, unfamiliar children, and babies).

Gordon, David, and Lakoff, George. Conversational postulates. Papers from the 7th Regional Meeting of the Chicago Linguistic Society. Chicago: Chicago Linguistic Society, 1971.

Conversational principles which can be incorporated into generative semantic theory. Speaker- and listener-based conditions for the appropriate use of speech acts.

Green, Georgia. How to get people to do things with words: The question of imperatives. In R. Shuy (Ed.), Some new directions in linguistics. Washington, D.C.: Georgetown University, 1973.

Discussion of 4 theoretical accounts of indirect requests.

Greenfield, Patricia, and Smith, Joshua. The structure of communication in early language development. New York: Academic Press, 1976.

Two children followed from the beginning of the one-word stage to the first word combinations. Development of performatives and other functions.

Grice, H. P. Logic and conversation. In P. Cole and J. Morgan (Eds.), Syntax and semantics, Vol. 3: Speech acts. New York: Academic Press, 1975.

Discussion of conversational principles and maxims which allow listeners to comprehend the function and intent of utterances.

Grice, H. P. Utterer's meaning, sentence-meaning, and word-meaning. Foundations of Language, 1963, 4, 225-242.

There is a distinction between what a speaker says and implicates. The latter may be expressed with a phrase or non-lexically.

Gumperz, John, and Herasimchuk, Eleanor. The conversational analysis of social meaning: A study of classroom interaction. In R. Shuy (Ed.), Report of the 23rd Annual Round Table Meeting on Linguistics and Language Studies. Washington, D.C.: Georgetown University Press, 1973. Monograph Series on Language and Linguistics, 1972, 25, 99-134.

Speech creates and maintains social situations as seen in the classroom speech of first and second graders.

Guralnick, Michael, and Paul-Brown, Diane. The nature of verbal interactions among handicapped and nonhandicapped preschool children. Child Development, 1977, 48, 254-260.

Nonhandicapped children of 4-6 years of age tutored peers handicapped in intelligence and language and interacted freely. Productivity and grammatical complexity were analyzed.

Guralnick, Michael, and Paul-Brown, Diane. Nonhandicapped children's speech to handicapped children: Functional and structural analyses. Paper presented at the 102nd Annual Meeting of the American Association on Mental Deficiency, Denver, May, 1978.

Nonhandicapped preschool children tutored handicapped peers who represented different levels of competence (in terms of MLU and IQ), and each other. Language was analyzed for functional, structural, and interaction parameters.

Haberland, Hartmut, and Mey, Jacob. Editorial: Linguistics and pragmatics. Journal of Pragmatics, 1977, 1, 1-12.

The study of pragmatics should look at the relation between linguistics and societal practices.

Halliday, M. A. K. Explorations in the functions of language. London: Edward Arnold, 1973.

Language is social behavior and functions at several levels. Function tends to determine structure. Illustrations from son's speech.

Halliday, M. A. K. Learning how to mean. In E. Lenneberg and E. Lenneberg (Eds.), Foundations of language development, Vol. 1. New York: Academic Press, 1975.

Language development involves mastery of functional potential. Functional phases in son's development from 9-24 months.

Halliday, M. A. K. Meaning and the construction of reality in early childhood. In H. Pick and E. Saltzman (Eds.), Modes of perceiving and processing information. Hillsdale, N.J.: Lawrence Erlbaum Associates, Inc., 1978.

Observation of one child from birth to 3½ years suggests that acts of meaning are social acts. There is functional organization and functional continuity.

Hayakawa, Samuel I. Language in thought and action (2nd ed.). London: Allen and Unwin, 1965.

Context determines meaning. (This is just one aspect of book.)

Hutchinson, Larry. Presupposition and belief-inferences. In Papers from the 7th Regional Meeting of the Chicago Linguistic Society. Chicago: Chicago Linguistic Society, 1971.

Presupposition involves beliefs about content, context, and listener.

James, Sharon. Effect of listener age and situation on the politeness of children's directives. Journal of Psycholinguistic Research, 1978, 7, 307-317.

Summary of dissertation.

James, Sharon. The effect of listener and situation on the politeness of preschool children's directive speech. Unpublished doctoral dissertation. University of Wisconsin, 1975.

4;6 - 5;2 year olds had a speaker doll make requests of and give commands to dolls representing an adult, a peer, and a younger child. Utterances were analyzed for degree of politeness.

Kantor, J. R. Language as behavior and as symbolism. Journal of Philosophy, 1929, 26, 150-159.

Language involves a dynamic, triadic relation of speaker, listener, and context.

Karttunen, Lauri. Presupposition and linguistic context. Theoretical Linguistics, 1974, 1, 181-194.

Presupposition involves contextual knowledge of shared information.

Katz, Jerrold, and Langendoen, Terence. Pragmatics and presupposition. Language, 1976, 52, 1-17. Also in T. Bever, J. Katz, and T. Langendoen (Eds.), An integrated theory of linguistic ability. New York: Thomas Y. Crowell, 1976.

It is not necessary to consider context in accounting for presupposition.

Keenan, Elinor. Conversational competence in children. Journal of Child Language, 1974, 1, 163-183.

Description of communication between twins from 2;9 - 3;6.

Keenan, Elinor; Schieffelin, Bambi; and Platt, Martha. Questions of immediate concern. In E. Goody (Ed.), Questions and politeness. Cambridge, England: Cambridge University Press, 1976.

Interrogatives serve 2 basic functions: articulating an immediate concern and gaining attention to the concern. This is true of children and their caretakers as shown by videotapes of 3 children (16-35 months old) and their caretakers.

Lakoff, Robin. Language in context. Language, 1972, 48, 907-927.

To understand language, one must refer to assumptions about an utterance's social context and to implicit assumptions of communicators.

Lakoff, Robin. The pragmatics of modality. In P. Peranteau, J. Levi, and G. Phares (Eds.), Papers from the 8th Regional Meeting of the Chicago Linguistic Society. Chicago: Chicago Linguistic Society, 1972.

Choice of modals is partly dependent on pragmatic (contextual) considerations.

Lee, Hong Bae, and Maxwell, Edward. Performatives in Korean. In Papers from the 6th Regional Meeting of the Chicago Linguistic Society. Chicago: Chicago Linguistic Society, 1970.

Evidence for performatives in Korean and their place in deep structure.

Lewis, David. Convention. Cambridge, Mass.: Harvard University Press, 1969.

Meaning depends on features of the situation in which a sentence is uttered.

Lewis, Michael, and Cherry, Louise. Social behavior and language acquisition. In M. Lewis and L. Rosenblum (Eds.), Interaction, conversation, and the development of language. New York: John Wiley and Sons, 1977.

Language is learned and understood in part by its situational appropriateness. Interactive characteristics of language.

Lewis, Michael, and Rosenblum, Leonard (Eds.). Interaction, conversation, and the development of language. New York: John Wiley and Sons, 1977.

Chapters (described in other entries) on discourse and conversational acts, speech adjustments, and the relation of communication to social and cognitive development.

Lieb, Hans-Heinrich. On subdividing semiotic. In Y. Bar-Hillel (Ed.), Pragmatics of natural languages. Dordrecht, Holland: D. Reidel, 1971.

Distinctions among syntactics, semantics, and pragmatics are related to fundamental aspects of communication.

Maratsos, Michael. Non-egocentric communication abilities in preschool children. Child Development, 1973, 44, 696-700.

3-5 year olds refer to toys in a game for a listener who either can or cannot see the toys.

Maratsos, Michael. Preschool children's use of definite and indefinite articles. Child Development, 1974, 45, 446-455.

3 and 4 year olds completed stories designed to elicit either definite or indefinite articles. Analysis of appropriate usage, including ability to take account of the listener's referential knowledge.

Masur, Elise. Communication skills in preschoolers: Four-year-olds' speech as a function of linguistic level of listener. Unpublished doctoral dissertation. University of Minnesota, 1976.

Analysis of the speech of 4 year olds describing a toy to two 2 year olds who differed in linguistic competence.

Merig-Peterson, Carole. The modification of communicative behavior in preschool-aged children as a function of the listener's perspective. Child Development, 1975, 46, 1015-1018.

Analysis of 4 and 5 year olds' descriptions of events for listeners who were or were not familiar with the events.

Mitchell-Kernan, Claudia, and Kernan, Keith. Pragmatics of directive choice among children. In S. Ervin-Tripp and C. Mitchell-Kernan (Eds.), Child discourse. New York: Academic Press, 1977.

Observations of 7-12 year olds role-playing with puppets and in natural conversation. Social distribution and interpersonal functions of their imperatives.

Moerk, Ernst. Pragmatic and semantic aspects of early language development. Baltimore: University Park Press, 1977.

The nature of pragmatics and the differentiation of language's functions in development.

Morgan, Jerry. On the treatment of presupposition in transformational grammar. In R. Binnick, A. Davison, G. Green, and J. Morgan (Eds.), Papers from the 5th Regional Meeting of the Chicago Linguistic Society. Chicago: University of Chicago Department of Linguistics, 1969.

Presuppositions can be represented in deep structure relative to performatives.

Morris, Charles. Foundations of the theory of signs. International Encyclopedia of Unified Science, Vol. 1, No. 2. Chicago: University of Chicago, 1938.

Distinctions among semantics, syntactics, and pragmatics.

Morris, Charles. The pragmatic movement in American philosophy. New York: Braziller, 1970.

Work which emphasizes context and embeds semiotics in a theory of action.

Morris, Charles. Signification and significance. Cambridge, Mass.: MIT Press, 1964.

Uses of signs.

Morris, Charles. Signs, language, and behavior. New York: Prentice-Hall, 1946.

Signs occur within the context of a system of behavior. Types of signs and their functions.

Mueller, Edward. The maintenance of verbal exchanges between young children. Child Development, 1972, 43, 930-938.

Analysis of speech between pairs of 3½ - 5½ year olds in terms of intent, adaptation to listener, visual attention, physical distance, and attention-getting devices.

Ramge, Hans. Language acquisition as the acquisition of speech act competence. Journal of Pragmatics, 1977, 1, 155-164.

Family interaction with son from 2;2 - 3;2 suggests several components of speech act competence. Competence involves social and linguistic knowledge.

Ross, John. On declarative sentences. In R. Jacobs and P. Rosenbaum (Eds.), Readings in English transformational grammar. Waltham, Mass.: Ginn, 1970.

Declaratives (implicit performatives) can be analyzed into syntactic deep structures.

Ross, John. Where to do things with words. In P. Cole and J. Morgan (Eds.), Syntax and semantics, Vol. 3: Speech Acts. New York: Academic Press, 1975.

Although we assume that pragmatic, syntactic, and semantic violations produce psychologically different reactions, there is no evidence.

Sachs, Jacqueline, and Devin, Judith. Young children's use of age-appropriate speech styles in social interaction and role-playing. Journal of Child Language, 1976, 3, 81-98.

3-5 year olds spoke to an adult, a peer, a baby, and a baby doll. Analysis of formal and functional differences in speech to these different listeners.

Sadock, Jerrold. Queclaratives. In Papers from the 7th Regional Meeting of the Chicago Linguistic Society. Chicago: Chicago Linguistic Society, 1971.

Queclaratives are declaratives in question form and can be represented in deep structure.

Sadock, Jerrold. Speech act idioms. In P. Peranteau, J. Levi, and G. Phares (Eds.), Papers from the 8th Regional Meeting of the Chicago Linguistic Society. Chicago: Chicago Linguistic Society, 1972.

Speech act idioms are phrases which substitute idiosyncratically for semantic material which includes an abstract performative.

Sadock, Jerrold. Super-hypersentences. Papers in Linguistics, 1969, 1, 1-15.

Deep structure account of performatives.

Sadock, Jerrold. Toward a linguistic theory of speech acts. New York: Academic Press, 1974.

Formal account of illocutionary acts within the framework of a semantically-based grammar.

Sadock, Jerrold. Whimperatives. In J. Sadock and A. Vanek (Eds.), Studies presented to Robert B. Lees by his students. Edmonton, Alberta, Canada: Linguistic Research, 1970.

Whimperatives are imperatives in question form. Representation of whimperatives in deep structure.

Schmerling, Susan. Presupposition and the notion of normal stress. In Papers from the 7th Regional Meeting of the Chicago Linguistic Society. Chicago: Chicago Linguistic Society, 1971.

The meaning of stress must be interpreted by considering context.

Schnelle, Helmut. Language communication with children: Toward a theory of language use. In Y. Bar-Hillel (Ed.), Pragmatics of natural languages. Dordrecht, Holland: D. Reidel, 1971.

System for isolating and describing speech acts derived primarily from communication with his son. Examples of speech acts.

Schreiber, Peter. Style disjuncts and the performative analysis. Linguistic Inquiry, 1972, 3, 321-347.

A performative analysis provides a framework for generalizations about the distribution and interpretation of style disjuncts (e.g., "Truthfully, is he a genius?").

Schweller, Kenneth; Brewer, William; and Dahl, Deborah. Memory for illocutionary forces and perlocutionary effects of utterances. Journal of Verbal Learning and Verbal Behavior, 1976, 15, 325-337.

Experiments with adults tested memory for the intent and effect of utterances.

Searle, John. Austin on locutionary and illocutionary acts. Philosophical Review, 1968, 77, 405-424.

Discussion and modifications of Austin's theory.

Searle, John. Indirect speech acts. In P. Cole and J. Morgan (Eds.), Syntax and semantics, Vol. 3. New York: Academic Press, 1975.

The nature of indirect utterances: examples, classification, steps for interpretation, relation to speech act theory.

Searle, John R. Speech acts: An essay on the philosophy of language. New York: Cambridge University Press, 1977.

Theory of speech acts, particularly illocutionary acts. Seminal theoretical work.

Searle, John. Speech acts and recent linguistics. In D. Aaronson and R. Rieber (Eds.), Developmental psycholinguistics and communication disorders (Annals of the New York Academy of Sciences, Vol. 263). New York: New York Academy of Sciences, 1975.

Critical discussion of Ross's performative deletion analysis and Gordon and Lakoff's conversational postulates. Paper followed by discussion among Bever, Osgood, Peterson, Menyuk, and Searle.

Searle, John. A taxonomy of illocutionary acts. In K. Gunderson (Ed.), Minnesota studies in the philosophy of science, Vol. 7: Language, mind, and knowledge. Minneapolis: University of Minnesota Press, 1975.

Differences among illocutionary acts, problems with Austin's taxonomy, and an alternative taxonomy.

Searle, John. What is a speech act? In M. Black (Ed.), Philosophy in America. Ithaca, New York: Cornell University Press, 1965.

General speech act theory. Conditions for the act of promising.

Shatz, Marilyn. On the development of communicative understandings: An early strategy for interpreting and responding to messages. Cognitive Psychology, 1978, 10, 271-301.

Theoretical system for responding to linguistic interactions and how it might develop. Evidence from experiments on 19-34 month olds' responses to different types of utterances.

Shatz, Marilyn. The relationship of cognitive processes and the development of communication skills. In B. Keasey (Ed.), Nebraska Symposium on Motivation, 1977. Lincoln: University of Nebraska Press, 1978.

Discussion of cognitive factors' effects on communicative performance in many experiments.

Shatz, Marilyn, and Gelman, Rochel. Beyond syntax: The influence of conversational constraints on speech modifications. In C. Ferguson and C. Snow (Eds.), Talking to children: Language input and acquisition. Cambridge, England: Cambridge University Press, 1977.

Reanalysis of earlier data suggests that speakers' understanding of context-sensitive constraints in conversations govern their speech adjustments.

Shatz, Marilyn, and Gelman, Rochel. The development of communication skills: Modifications in the speech of young children as a function of listener. Monographs of the Society for Research in Child Development, 1973, 38 (No. 5), 1-37.

Series of studies in which 4 year olds spoke informally with and described a toy to adults and 2 year olds, and spoke informally with their mothers and peers. Analysis of content and form of utterances.

Sinclair, John, and Coulthard, R. M. Towards an analysis of discourse. London: Oxford University Press, 1975.

The meaning of sentences must be interpreted by considering context (grammar, discourse, and non-linguistic organization). Description and examples of communicative acts they found in classroom discourse.

Smith, Madorah. A study of some factors influencing the development of the sentence in preschool children. Journal of Genetic Psychology (originally Pedagogical Seminary and Journal of Genetic Psychology) 1935, 46, 182-212.

220 18-72 month olds spoke spontaneously to peers in the classroom or adults in the home. Analysis of (among other things) situational differences and sentence function (e.g., "adapted information").

Spilton, Doreen, and Lee, Lee. Some determinants of effective communication in four-year-olds. Child Development, 1977, 48, 968-977.

Analysis of the process by which 4 year olds adapt their speech to a peer during free play. Includes contingency analysis.

Stalnaker, Robert. Pragmatic presuppositions. In M. Munitz and P. Unger (Eds.), Semantics and philosophy. New York: New York University Press, 1974.

Presupposition is equivalent to beliefs and assumptions of speaker and listener. Presumed background information constrains what can be said in a given context.

Stalnaker, Robert. Pragmatics. In D. Davidson and G. Harman (Eds.), Semantics of natural language. Dordrecht, Holland: D. Reidel, 1972.

Discussion of the nature of pragmatics and problems it addresses.

Strawson, P. F. Intention and convention in speech acts. Philosophical Review, 1964, 73, 439-460.

Review of Austin and discussion of limitations in this theory.

Turner, Roy. Words, utterances, and activities. In R. Turner (Eds.), Ethnomethodology. Middlesex, England: Penguin Books, 1974.

Speech participants use culturally defined resources in communicating the nature of their activities.

van Dijk, Teun. Context and cognition: Knowledge frames and speech act comprehension. Journal of Pragmatics, 1977, 1, 211-232.

"Frames" (organized world knowledge) are used to analyze context in comprehending utterances. Nature of the interpretive process.

Warden, David. The influence of context on children's use of identifying expressions and references. British Journal of Psychology, 1976, 67, 101-112.

Use of definite and indefinite articles by 4 year olds and adults in social and "isolated" conditions and other situations.

Weeks, Thelma. Speech registers in young children. Child Development, 1971, 42, 1119-1131.

A 1, a 3, and a 5 year old spoke to family members, other subjects, the experimenter, pets, and friends. Speech analyzed for paralinguistic, phonological, or morphological variations as well as different registers.

Wells, Gordon. Coding manual for the description of child speech (Revised ed.). Bristol, England: University of Bristol School of Education, 1975.

Detailed description of coding system for child speech with particular emphasis on meanings (inter-personal purpose, topic, textual context).

Werner, Heinz, and Kaplan, Bernard. Symbol formation. New York: John Wiley and Sons, 1964.

Referential communication (gestures and vocalizations) emerges from early action patterns.

Wood, Barbara Sundene (Ed.). Development of functional communication competencies: Grades 7-12. Urbana: Ill.: ERIC Clearinghouse on Reading and Communication Skills, 1977.

Nature of communicative competence and how teachers can aid children in its development.

Wood, Barbara Sundene (Ed.). Development of functional communication competencies: Pre-K - Grade 6. Urbana, Ill.: ERIC Clearinghouse on Reading and Communication Skills, 1977.

Nature of communicative competence and how teachers can aid children in its development.